DOCUMENT RESUME

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TITLE	ABC's for Teachers: An Inservice Training Program in Behavior Modification. Description of Teacher Inservice Education Materials.
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ABSTRACT

As a description of a program designed to utilize practical methods of behavior modification in normal classroom situations, information with regard to the ten-week program's purposes and objectives, the contents of the suggested textbook, the activities and resources involved in the use of the course and a means of evaluating the inservice teacher/trainee is provided. Ordering information, a brief history of the course, and a describer critique are included. (LH)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: ABCs FOR TEACHERS: AN INSERVICE TRAINING PROGRAM IN BEHAVIOR MODIFICATION

Publication Date(s): Copyright, 1975

Intended Users: Inservice Teachers

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grade Level(s): All

Number: Group

Primary Focus: The program offers a formula for effective modification of classroom behavior. It focuses on practical methods for change of normal behavior problems and stresses implementation techniques.

School subject(s) and/or inservice topic(s) covered:

The inservice topic addressed by the program is behavior modification. "ABC" stands for Antecedent-Behavior-Consequence - the three words that capsulize the author's formula.

What participant does in using the materials:

The program is designed to span ten weeks' inservice study. Participants are expected to apply behavior change skills in the actual classroom, by effecting changes in chosen "target behaviors." The participant keeps detailed records of this experience.

Resources:

Program materials include a text, titled ABCs for Teachers. This is provided in bound form for the program instructor and in looseleaf, handout form for participants. Participants also receive a "Behavior Modification Workbook", which includes charts, forms, evaluation sheets.

Describer critique:

The program is extremely well planned; it's layout is superb. Teachers progress through ten sessions, thirty-four steps. Each step reveals a principle; each session requires the participant to apply a new skill. Participation in the program should equip teachers with strategies for re-shaping undesirable behavior.

SP 014 561

1.0 PURPOSES:

Rationale

The program's ten week design reflects the author's belief that 'behavior is learned in small steps." As that applies to teachers as well as students, participants learn how to apply the program principles in small, progressive stages. "Guaranteed success" is part of the program design.

Goals and Objectives

The goal of the program is to teach teachers behavior modification skills, so that teachers can change students' undesirable behaviors and strengthen their desirable ones. In the words of the authors, behavior modification skills will enable teachers to:

- Strengthen and maintain behaviors which are appropriate;
- Weaken and eliminate behaviors which are inappropriate;
- Teach and shape new behaviors which previously didn't exist in (the) student's repertoire.

2.0 CONTENT — Scope and Sequencing of Topics:

Program components include:

ABCs for Teachers, An In-Service Training Program in Behavior Modification Skills, 127pp.

Table of Contents:

Preface and Acknowledgements	
Introduction	
Session One	Analyzing Behavior
Session Two	Observing and Tracking Behavior
Session Three	Mini Classroom Contingencies
Session Four	Developing an Intervention
Session Five	Strengthening and Maintaining Behaviors
Session Six	Weakening and Eliminating Behaviors
Session Seven	Teaching and Shaping New Behaviors
Session Eight	Fading Out Intervention Strategies
Session Nine	Developing Classroom Interventions
Session Ten	Developing Future Programs

and, Behavior Management Workbook, 43 pp.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Participants are expected to implement behavior change programs in their classrooms, focusing on one student, two target behaviors. (Methods for dealing with behavioral problems on a group level are also offered.) Participants will attend the program in ten sessions; then apply the session material in their classrooms during the following week. There are ten sessions and setting-up; the last six weeks allow time for participant interaction. The workbook provided for participants gives charts, record forms, evaluation sheets and graphs for charting behavior changes in students.

3.2 Help given in use of product:

The program text gives detailed step-by-step instruction. No additional outside materials are needed for program implementation.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Participants take a pre-test during the first session which queries them on the major concepts of behavior management. After the program is completed, they take the same test to determine how effective the training was. Participants are also asked to rate their own ability to handle certain classroom management situations at the beginning and end of the course. Also, each chapter provides a short topical test.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The program package consists of a soft-cover book titled ABCs for Teachers, and a workbook. The book comes in looseleaf version for participants, which allows the instructor to distribute materials session-by-session. The supplementary booklet titled "Behavior Management Workbook" is provided for participants (44pp.). Ten weeks are needed to complete the course, though the program may be adapted to suit users' needs.

5.2 Distributor name/address:

Associates for Behavior Change
P.O. Box 7069
Van Nuys, CA 91409

213 877-4849

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
ABCs FOR TEACHERS Text & Workbook set	$10.45		1 workbook per participant	yes
Text only	6.95			
Workbook only	3.50			

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The program was developed by Edward B. Rettig and Terry L. Paulson, and is copyrighted by the Associates for Behavior Change. Drs. Rettig and Paulson are both psychologists with extensive experience in teaching behavior modification skills and strategies.

6.2 How developed and when:

The program was developed through research and classroom application. The theory behind the material, derived from learning theory, has been "tested in psychological research during the past seventy-five years." The work of B.F. Skinner has especially influenced the authors.

6.3 Evidence of effectiveness with users:

During its development, the program was tested and revised on the basis of its classroom effectiveness.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The program materials are well-suited to the task at hand: to teach teachers skills and strategies of behavior modification. The text is well-written, clear and direct. The language helps to simplify a sometimes scientific, technical approach to the subject.

Content accuracy/social fairness/community acceptance issues:

The thoroughness of the program presentation attest to its accuracy. Behavior modification theory is, however, frequently a subject of debate, and some reviewers may construe the material as controversial.

Overall summary/comment:

One program assett is its architecture; tasks are laid-out systematically and precisely. Sessions (chapters) state principles, pose problems, offer examples, ask and answer hypothetical questions, give assignments and have brief true and false tests. Overall, the program appears to offer a sound formula by which teachers can learn and effectively apply behavior modification skills

TR - 6/79